

# Abbott Community Primary School

Livesey Street, Collyhurst, Manchester, Lancashire M40 7PR

## Inspection dates

15–16 January 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The governors' clear vision for school improvement has created a culture of inclusion, nurture and high expectations. This ensures that the needs of pupils are met very well.
- The headteacher provides exceptional leadership. She ensures that a clear and well-structured approach to teaching, learning and assessment is embedded throughout school.
- The curriculum is broad and balanced. It provides pupils with many opportunities to enhance their learning through educational visits and engaging activities.
- Pupils make outstanding progress, often from very low starting points. Pupils' attainment at the end of key stages 1 and 2 has increased significantly over time.
- Leaders and teachers use assessment very effectively. They ensure that all groups of pupils, including those who are disadvantaged and those who speak English as an additional language, make rapid progress and receive the support they need to excel.
- The school's breakfast club is well organised and engaging. It provides pupils with a warm and welcoming start to the school day.
- Teachers have excellent subject knowledge and use it well to challenge pupils' thinking.
- Pupils' behaviour is exemplary. Pupils are polite and orderly. They get on well together and support each other in lessons. This is because of the consistent messages they receive from staff concerning respect and care for others.
- Leaders ensure that the promotion of equality, together with pupils' spiritual, moral, social and cultural (SMSC) development, is a golden thread which weaves seamlessly through all aspects of school life.
- Children get off to a very strong start in early years. This is due to strong leadership and inspirational teaching and learning. The proportion who achieve a good level of development is above the national average. However, children do not perform as highly in English as they do in mathematics at the higher standard.
- Pupils' progress in writing in key stage 2 has improved significantly over time. However, pupils' handwriting is not well developed, and teachers do not consistently encourage pupils to apply their writing skills to best effect in other subjects.
- Leaders have worked highly effectively with consultants from the local authority and with a range of other groups externally to bring about rapid school improvement.

## Full report

### What does the school need to do to improve further?

- Ensure that the most able children in early years are challenged even further to improve their reading and writing, including outdoors.
- Further increase the progress of all pupils in writing at key stage 2 by ensuring that:
  - pupils receive focused support to develop their handwriting and presentation skills
  - teachers are consistent in their expectation that pupils apply their skills in writing to best effect in other subjects across the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher describes Abbott Community Primary School as a 'bubble'. Inspection evidence confirms that this 'bubble' is a place of sanctuary for pupils, where they thrive both academically and emotionally. This is because leaders are uncompromising and ambitious to ensure that, as their school motto says, they encourage pupils to 'aim high to achieve success.'
- The school's curriculum is broad, balanced and highly engaging. Leaders ensure that teachers have very high expectations of what they want pupils to achieve. Leaders carefully craft the curriculum to provide pupils with a broad range of opportunities which they may otherwise not experience. Leaders are proud to have gained awards in areas of the curriculum including music, science and outdoor learning.
- The curriculum provides opportunities for pupils to make connections between areas of their learning. It encourages pupils to think creatively and pose questions to develop their knowledge and understanding. A focus on 'international learning', for example, has been highly effective in tying together subjects such as modern foreign languages, geography and English. This has helped pupils to understand the reasons behind what they are learning. Leaders ensure that homework is challenging and is used effectively to build on pupils' basic skills, for example in reading.
- Leaders have completed the development of a new school library. This area is decorated with pictures and inspirational quotes to excite and engage pupils and to develop further their love of reading. All pupils, from those in Nursery onwards, borrow books across a wide range of subjects. Teachers use the new online checking system to monitor pupils' reading habits. Leaders ensure that there are a selection of books for parents, carers and teachers to borrow. Additionally, there are a range of books reflecting leaders' drive to promote equality. For example, pupils can choose from a range of storybooks which have lesbian, gay, bisexual or transgender characters within them. As a result, children borrow books regularly and can reserve those they are particularly looking forward to reading.
- A wide range of extra-curricular activities take place throughout each week. They excite and engage pupils from early years to upper key stage 2. Such opportunities are highly effective in developing further pupils' academic, physical, emotional and social skills. Pupils speak very highly of the clubs, which they thoroughly enjoy attending.
- Leaders make very good use of assessment to ensure that teachers and teaching assistants effectively address the needs of all pupils. Detailed assessments of pupils' needs take place across all curriculum subjects. This results in work which engages pupils' interest and consistently challenges their thinking.
- The promotion of SMSC is central to life at this school. Leaders ensure that pupils receive regular opportunities, throughout the curriculum, to consider aspects of SMSC. For example, following a visit from a humanist, pupils in Year 6 were able to debate the beliefs of their visitor and compare them with their own religious beliefs.
- Pupils have a very clear knowledge and understanding of fundamental British values. This is because leaders ensure that planning for all subjects within the curriculum

provides opportunities for pupils to explore and develop their understanding in this area. In religious education, for example, pupils develop their understanding of the rule of law by examining different codes that people live by, including principles followed by different faiths. Such learning helps pupils to understand how individuals can choose between right and wrong.

- Leaders are highly effective in engaging parents in their children's learning. Parents are very supportive of the school and incredibly proud of the progress that their children make. Parents are welcome visitors to school. Leaders provide them with support and guidance to develop their own literacy and numeracy skills so that they, in turn, can confidently support their children.
- Leaders are swift in dealing with any barriers to pupils' learning. Leaders use funding for pupils with special educational needs and/or disabilities (SEND) to excellent effect to provide them with the support they need to achieve. As a result, this group of pupils make excellent progress from their starting points.
- Disadvantaged pupils are well supported with pupil premium funding. They receive a range of additional support, either individually or in small groups. These pupils perform as well as other pupils nationally and sometimes better.
- The leadership of teaching and learning is very strong. A broad range of training undertaken by subject leaders has enabled them to work effectively with teachers and teaching assistants. As a result, staff have developed pupils' knowledge and understanding across the curriculum. In mathematics, for example, focused training for staff has led to pupils in key stage 2 making increasingly high levels of progress.
- The headteacher ensures that a clear and well-structured approach to teaching, learning and assessment is embedded throughout school. As a result, the quality of teaching is excellent and there is a shared understanding and agreement about what very strong teaching looks like.
- Leaders used physical education and sport premium funding effectively to provide pupils with a broad range of sporting activities. Many of these are led by specialist coaches and members of local football and rugby teams. Such support ensures that pupils are active, develop their skills and engage with positive role models from their local community.
- Leaders work effectively with consultants from the local authority and with a range of other groups externally to bring about school improvement. This is achieved in areas such as data analysis, quality of teaching, learning and assessment and support for pupils with SEND. Leaders are also beginning to provide support for other schools, with the school's improvement adviser noting that leaders are excellent role models for other schools in the city.

## **Governance of the school**

- Governors share a clear vision for their school of working together to achieve excellence. They ensure that other leaders promote inclusive practice so that every child counts. Governors ensure that all aspects of school life centre on the specific needs of the pupils in the community they serve.
- Governors enjoy opportunities to attend social events at school, where pupils share their knowledge, skills and talents. Most recently, they acted as judges in a whole-

school talent show. Such events ensure that governors see their vision in practice.

- Governors have a very clear awareness of their statutory duties. In safeguarding, for example, a governor undertakes a focused audit of school procedures to ensure that pupils and staff remain safe.
- Governors have a deep and accurate understanding of the school's many strengths and areas for improvement. They are a positive, physical presence in school, acting as volunteers and engaging with subject leaders to provide support and challenge. They offer effective challenge and hold leaders to account in many areas, including developments in safeguarding, special educational needs, curriculum and finance.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that a culture of vigilance exists which keeps pupils safe. They ensure that all adults who work in the school are thoroughly checked to ensure that they pose no threat to pupils.
- The school grounds are secured well, and visitors' details are checked thoroughly on entry to school. Members of staff are a visible presence, ensuring that security remains high.
- Staff receive regular training and updates in safeguarding. As a result, they know how to recognise signs of abuse and neglect. They are very clear about how to report signs of abuse, using the school's agreed procedures.
- Records show that leaders take appropriate action in relation to concerns about pupils' safety and welfare. Leaders work closely with outside agencies to provide effective support for vulnerable pupils.
- Pupils feel very safe in school. They say that their teachers look after them well and there is always someone to talk to if they have any worries. Pupils receive training to ensure that they understand how to keep themselves safe, healthy and free from harm. Pupil 'digital leaders' support other pupils to help ensure that they understand how to remain safe when using the internet.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Leaders provide teachers with the tools to excel. High-quality professional development ensures that teachers have the skills they need to further develop teaching in areas such as mathematics, reading and phonics. As a result, pupils make excellent progress in these subjects.
- Teaching across the school is of a consistently high standard. Teachers demonstrate excellent subject knowledge and check pupils' understanding systematically, offering clear and directed support. Teachers work together in a productive manner, discussing pupils' learning and sharing ideas to ensure that the work they plan is very effective in supporting pupils' learning.
- The teaching of mathematics is very strong. Teachers provide pupils with the skills to undertake problem-solving and reasoning activities with confidence and understanding.

As a result, pupils make exceptional progress. A recent project, undertaken across a group of schools, to support most-able mathematicians has been highly effective in the year group in which it was trialled.

- The teaching of reading is similarly strong. Teachers are highly effective in embedding this subject in pupils' learning across the curriculum. Pupils read widely and talk enthusiastically about the books they read for pleasure. Pupils were particularly pleased that teachers allowed them to choose the kinds of books that they wanted in their new library.
- Teachers value the training they have received to develop pupils' outcomes in writing. Increased time is spent developing pupils' writing skills, and effective connections are made between reading and writing. Teachers provided pupils with regular opportunities to produce written work across the curriculum. As a result, pupils' progress has improved throughout school. However, performance in this subject is not as strong as it is in other areas such as reading, science and mathematics. Work in pupils' books shows that the presentation of their work and their handwriting is sometimes untidy. Additionally, teachers do not consistently ensure that pupils apply their writing skills to best effect in other subjects across the curriculum.
- Relationships between staff and pupils are highly positive and are greatly valued by the pupils. As a result, pupils' behaviour in lessons is superb and supports their learning. Pupils work successfully alone and with a partner. They understand the importance of resilience and are determined to achieve well.
- Teachers ensure that the most able pupils, including those who are disadvantaged, receive excellent support. Teachers have high expectations of what these pupils can achieve in lessons and challenge them appropriately. Teachers question pupils to encourage them to explain their thinking and are effective in offering focused support and guidance. Consequently, the most able pupils, including those who are disadvantaged, make very strong progress.
- Teachers use assessment very effectively to monitor the progress of all groups of pupils in all subjects. This ensures that prompt support is provided for pupils when barriers to their learning are identified.
- Equality and the importance of British values are at the heart of pupils' learning. For example, teachers provide opportunities for pupils to undertake work on famous role models across the world. Work in this area enables pupils to develop their understanding of equality and British values. For example, in Year 3, pupils wrote about their reflections on Black History Month and their visit to a local library to undertake activities around this theme. Pupils in Year 6 spoke with great respect about Martin Luther King and Nelson Mandela, explaining why they believed that these people had the characteristics to be good role models.
- Teachers' very strong subject knowledge across the curriculum inspires pupils and enables them to make effective connections in their learning. This gives learning a purpose and pupils value what they are being taught.
- Parents are wholeheartedly positive about the valuable information they receive from teachers about the progress that their children are making. They also welcome the regular opportunities provided for them to understand how to best support their children's learning at home.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils spoken to during the inspection talked about their learning in detail with confidence and understanding. They debated their views on a variety of topics, introducing their thoughts on subjects such as religion, humanism and apartheid.
- Teachers ensure that pupils have a clear understanding of healthy lifestyles. Pupils spoke with confidence and understanding about the links between keeping fit, eating well and having a healthy body.
- Pupils learn how to stay safe in a range of situations, including when using the internet. They work effectively with teachers to manage the few instances of bullying that occur. One group of pupils use the training they have received as part of a regional initiative to make themselves available during breaks and lunchtimes to support the behaviour and positive choices of other pupils.
- Leaders ensure that equality is at the heart of the curriculum. As a result, pupils show admirable levels of respect for the opinions of others, even when they are not the same views as their own. When discussing religion, pupils talked about the differences between the Christian and Muslim faiths and how it is acceptable to have different views and beliefs. Staff and pupils are proud that their entry into a cake-baking competition which promoted equality through respect has been successful. Pupils from both key stage 1 and key stage 2 have been chosen to attend the finals in London.
- Pupils talk with understanding about the need to contribute positively to wider society. They can explain the importance of charitable giving, kindness and respect for others. One pupil, reflecting the view of others, said, 'You have to be united with other people so that you are strong enough together to help and support others.'
- The school's breakfast club has a highly engaging atmosphere where adults provide a warm, welcoming and educational start to the school day. In this environment, great emphasis is placed on pupils' well-being. Pupils typically commented: 'The breakfast club re-energises us because we get healthy food' and 'Grown-ups like to talk to us and ask us about our day.'

### Behaviour

- The behaviour of pupils is outstanding.
- In class, pupils conduct themselves exceptionally well. They are polite, respectful and kind to others. Pupils show very good levels of concentration in lessons. They listen carefully to their teachers and work well individually and with other pupils. Pupils are considerate of the views of others and listen with interest to their opinions.
- Playground routines are safe, and pupils enjoy using an exciting range of equipment. Leaders ensure that the grounds are used effectively to challenge and stimulate pupils' play.

- Attendance is closely monitored. The headteacher and other leaders ensure that they welcome pupils in to school each morning and speak with parents. Leaders' systems to support families and encourage pupils to attend regularly are highly effective and build positive relationships with families. The school's breakfast club is used to encourage early attendance of pupils vulnerable to absence. As a result, pupils thoroughly enjoy coming to school. They understand the link between regular attendance and achieving their ambitions. The attendance of all groups of pupils remains consistently in line with the national average.
- The attendance and development of those attending alternative provision are excellent and are regularly monitored by leaders.

## Outcomes for pupils

## Outstanding

- Throughout their time in school, pupils make substantial progress, often from low starting points. The school's most recent published performance information for 2018 shows that by the end of key stages 1 and 2, pupils attain above-average standards in reading, mathematics and science. The work pupils are currently doing in school shows that this performance is being maintained.
- Pupils make excellent progress in phonics. The proportion who pass the Year 1 national phonics screening check has been above the national average for the last three years. The figure has also increased each year since 2015. In 2018, all disadvantaged pupils, pupils who speak English as an additional language and pupils with SEND passed the phonics screening check. As a result, pupils have a strong foundation for reading and writing.
- Pupils read widely and often. Leaders and teachers encourage this love of reading through focused teaching and through the promotion of high-quality books in reading areas and in the new library. Leaders' focused drive to improve pupils' progress in reading has been very successful. In 2018 at the end of key stages 1 and 2, published performance information showed that pupils' attainment at the expected standard and higher than the expected standard was above the national average.
- Leaders have worked hard to develop the teaching of mathematics across the school. Teachers provide pupils with regular opportunities to undertake problem solving and deeper learning activities which challenge their thinking. As a result, current pupils are achieving very well across the school. Additionally, by the end of key stages 1 and 2, pupils' attainment at the expected standard and higher than the expected standard in 2018 was above that seen nationally.
- Pupils' outcomes in writing are stronger in key stage 1 than in key stage 2. This is because teachers in key stage 1 pay more attention to the structure and presentation of pupils' work. As a result, attainment at the expected and more than expected standard was higher than average in 2017 and 2018.
- Pupils' progress in writing by the end of key stage 2 is good and is improving over time. Published performance information shows that attainment in grammar, punctuation and spelling is higher than average. However, progress in writing by the end of key stage 2 is not yet in line with the very high progress seen in reading and mathematics.



- There is a high turnover of pupils at the school. An above-average number arrive speaking English as an additional language. Provision for these pupils is very strong; consequently, they make outstanding progress. This is because they receive highly effective support from leaders, teachers and teaching assistants. These pupils' attainment is often higher than that of other pupils in reading, writing and mathematics.
- A higher-than-average proportion of disadvantaged pupils attend this school. They receive well-planned additional support to ensure that they make substantial and sustained progress. This support has been highly successful. Work in the books of disadvantaged pupils is equal to, and sometimes stronger than, that of non-disadvantaged pupils. This picture is also reflected in published performance information. For example, in key stage 2 in 2018, the progress of disadvantaged pupils in reading and mathematics was in the highest 20% of schools nationally.
- Pupils with SEND make excellent progress from their starting points. This is due to strong leadership, an understanding of these pupils' barriers to learning and careful use of funding.
- Pupils' current learning in subjects other than English and mathematics is of a very high standard. Pupils develop strong knowledge, understanding and skills. For example, pupils in Year 6 demonstrate a clear understanding of life in ancient Greece, discussing their learning in subjects such as history, geography and reading.
- Leaders have been highly effective in challenging the most able pupils in reading and mathematics. As a result, these pupils make excellent progress from their starting points in key stages 1 and 2. Progress for these pupils by the end of key stage 2, in 2018, was in the highest 10% of schools nationally for reading and mathematics.
- Pupils' substantial progress, together with their ability to discuss their learning with interest and understanding, means that they are exceptionally well prepared for the next stage of their education.

### Early years provision

### Outstanding

- Leadership of the early years is highly effective. The early years leader has a very detailed knowledge of the strengths and areas for development in this department. This has resulted in a successful drive, over time, to ensure that children's outcomes are high.
- Leaders have begun to offer valuable support to early years providers in other schools and use the same expertise to develop their own staff.
- A high proportion of children enter Nursery with knowledge, skills and understanding that are below those typical for their age. A higher than national proportion speak English as an additional language and, additionally, a significant number of children move in and out of the provision over time. Despite these challenges, children make substantial progress. The proportion achieving a good level of development by the end of the Reception Year has steadily increased over four years and is above that seen nationally.
- Children get off to an outstanding start in Nursery with phonics and early reading. Effective teaching of phonics enables children to use their knowledge of letters and

sounds to read and write independently. As a result, children make excellent progress from their starting points.

- Leaders are aware, however, that a smaller proportion of children have, historically, reached the higher standard in reading and writing than in mathematics. This is because the vocabulary of many children on entry to school is limited. Leaders have worked hard to ensure that the most able children receive increased challenge to develop further their vocabulary. The new school library is being used to great effect to develop children's love of books and broaden their knowledge of words. Additionally, within the classroom, regular opportunities to write and apply the new words they learn are effective. As a result, the school's most recent performance information shows a strong increase in the proportion of children working at the higher standards in reading and writing. However, the challenge for the most able children is currently not consistently strong enough in reading and writing, particularly outdoors.
- Leaders and staff use assessment effectively to ensure that teaching in early years is very effective. It is challenging and engages children's imagination. During the inspection, children in Nursery enjoyed a mathematics activity which involved increasing levels of challenge. This was completed effectively by the children, enabling them to count aloud and to write their numbers accurately.
- Relationships between adults and children are exceptionally strong. Many children have limited speech and language on entry, with a significant proportion of them speaking English as an additional language. Teaching and learning are often inspirational, and learning is responsive to children's needs. Teachers place great emphasis on developing children's language skills, and encouragement is given so that children discuss their learning. During the inspection, the children were very excited to enter their classroom to find an overturned box with dragon footsteps leading from it. This led to effective discussion, where children's vocabulary was developed.
- Children in early years are happy, settled and safe. Leaders and teachers ensure that safeguarding is effective and that children behave extremely well. Children play happily together and are cooperative in their learning. During the inspection, a child who accidentally knocked over a chair which was being used by another child was quick to pick it up. He returned it to the table and apologised. This exemplifies the strength of relationships in this environment and the confidence of the children.
- The early years environment is highly stimulating. Activities provided for children encourage independence and an understanding of the importance of safety. During the inspection, children were happy to tidy up when water was accidentally spilt during an art session.
- Leaders use additional funding effectively to provide children with the extra support they need to overcome barriers in their learning. As a result, children with SEND and those who are disadvantaged make the same progress as other children.
- Staff in early years have developed highly successful strategies to engage parents. Workshop opportunities provided by staff enable parents to develop their understanding of the curriculum, including the way in which children learn phonics. Parents particularly enjoy the weekly 'family Fridays' event, where they join their children in the classroom to share in their children's learning. Such wonderful opportunities ensure that parents develop the confidence to support their children's

learning effectively.

- As a result of superb teaching, impressive outcomes and very effective support from staff to develop children's social and emotional skills, children are very well prepared to move on to Year 1.

## School details

Unique reference number	105387
Local authority	Manchester
Inspection number	10057955

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Mr Dami Awobajo
Headteacher	Miss Phillippa Wilson
Telephone number	0161 834 9529
Website	<a href="http://www.abbott.manchester.sch.uk/">www.abbott.manchester.sch.uk/</a>
Email address	<a href="mailto:admin@abbott.manchester.sch.uk">admin@abbott.manchester.sch.uk</a>
Date of previous inspection	March 2018

## Information about this school

- The school is an average-sized primary school, located in an area of high deprivation.
- The school receives additional funding through the pupil premium for a higher-than-average proportion of disadvantaged pupils.
- The proportion of pupils with SEND is above average.
- The school has a smaller-than-average number of girls.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of pupils who leave or join the school during the school year is high.
- The school runs a breakfast club and an after-school club. Leaders also offer a wide range of clubs which run after school.
- The school uses alternative provision.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups, including some with school leaders.
- Inspectors examined a range of documents, including information about pupils' attendance, improvement plans, self-evaluation information, safeguarding records, curriculum planning and staff training records.
- Inspectors spoke with parents at the start of the school day and during the inspection. They took account of 44 responses to Parent View, Ofsted's online questionnaire, and 12 free-text responses. Additionally, they took account of 30 responses to Ofsted's staff survey and 86 responses to Ofsted's pupil survey.
- An inspector met with a representative of the local authority who is the school's improvement partner and spoke with another on the phone.
- An inspector met with the chair of the governing body and three other governors.
- Inspectors talked with pupils informally at playtimes, visited the dining hall at lunchtime and observed pupils' movement around the school. Formal meetings also took place with pupils.
- Inspectors looked at behaviour at the start and end of the school day and during breaks and lunchtimes.
- An inspector observed the breakfast club and spoke to pupils who were attending.
- Inspectors undertook a detailed scrutiny of pupils' work and talked with them about their learning. They listened to pupils read and talked to them about the books they enjoyed and those that they are currently reading.
- Inspectors held meetings with the headteacher, senior and middle leaders, the leader of the provision for pupils with SEND and teachers.
- Inspectors carried out a detailed scrutiny of current progress and attendance information for all groups of pupils.
- Inspectors analysed the school's website.
- An inspector spoke on the phone with a representative from an alternative provision.

## Inspection team

Gill Pritchard, lead inspector

Her Majesty's Inspector

Doreen Davenport

Ofsted Inspector

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